

# YEAR 9

## PROSPECTUS



# WELCOME

Students embarking on Key Stage 4 will be making important decisions about their future in the coming weeks. Choices made now will affect their achievement, enjoyment and career path.

A student's success at Key Stage 4 is vitally important when employers, schools, colleges and universities make decisions on candidates' suitability. Therefore, it is essential that students, parents and the school work together to ensure the best Careers Education Information Advice and Guidance (CEIAG) is provided. Collectively, we must ensure that every student's progress is maximised whilst receiving every opportunity to develop their wider personal skills.



## Guidance

GCSE courses and their equivalences are increasingly rigorous and require a mature approach to academic work. Students should select courses that they are interested in, committed to and provide the best opportunities for success.

It is important that students are guided so that they make the most appropriate choices. Parents, tutors and subject teachers have a role to play in this. Each student will be offered the opportunity to meet and discuss option choices. The school's career advisors, will use information on current assessments, aspirations, aptitude, and motivation to guide students to the most appropriate pathway. Our career advisors will then be able to suggest the particular subjects in which each student is likely to be the most successful.



# CURRICULUM

## Timeline for choices

Date	Event
9th November 2021	Options Assembly
10th November 2021	Options Carousel
3rd December 2021	Options Form Returns
21st March 2022	Confirmation of Options

## English Baccalaureate

This is a government initiative to encourage students to study the following combinations of qualifications:

- English
- Maths
- Science
- A Modern Language (French)
- A Humanities subject (Geography, History or Ancient History)

At St Peter's we believe that each student should choose subjects that best suit their academic potential and interests, to allow them to progress onto Further or Higher Education or employment. Students who aspire to pursue their studies at University must be aware that some Universities not only base their offers on post 16 exam results (A level equivalent technical qualifications) but also on the results that a student achieves in the English Baccalaureate subjects.

## Progress and Attainment 8

Students' performance will be measured on their progress from Key Stages 2 and attainment at Key Stage 4 (Year 11) across 8 subjects. Where appropriate, most students will be encouraged to opt for a broad and balanced curriculum choice. All students will follow a core curriculum of English, Maths, Science and Physical Education.





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# ANCIENT HISTORY

SUBJECT: **Ancient History**

QUALIFICATION: **GCSE**

EXAM BOARD: **OCR**

## What will I study?

GCSE Ancient History has been designed to help learners develop their understanding of the ancient world and its legacy in today's society. The course introduces students to the scarce evidence available to historians and how they are used to justify our belief in modern reconstructions of the ancient world:

### Paper 1 – Greece and Persia.

This paper consists of a compulsory period study focusing on the Persian Empire from 559-465BC under Cyrus the Great, Cambyses II, Darius I and Xerxes I. This includes the conquest of Babylon, Cambyses' defeat of Egypt, Darius' campaigns against Athens including the Battle of Marathon, and Xerxes' invasion of Greece culminating in the Battles of Thermopylae (topic of the film 300) and Salamis.

The second part of the paper is a depth study on the life of possibly the greatest ever military commander, Alexander the Great. This explores in details his character, campaigns, significant events and military leadership. We will also look at the differing explanations of his death and events surrounding it.

### Paper 2: Rome and its Neighbours:

The compulsory study for this paper is the foundations of Rome during the period 753-440BC, looking at the kings of Rome and the early Republic with an emphasis on the most exciting events and characters. This begins with the legendary Romulus and Remus, Sullius' reforms and Tarquinus' tyranny, development of the consul and senate, Roman laws and society, finishing with the role of the Army in securing the Republic.

The depth study explores the relationship between Egypt and Rome, and the role of key figures such as Cleopatra, Julius Caesar and Mark Antony, which ultimately led to the demise of the Roman Republic. It will focus on significant events such as the Ides of March and Battle of Actium.

### How is this course assessed?

100% exam

Both papers are equally weighted.

### What can this qualification lead to?

Students can go on to complete A level History as well as subjects such as English and Sociology. This subject is an ideal choice at GCSE as it develops a wide range of key skills that are cross-subject such as analysis of factors, reaching reasoned judgments, comprehension and evaluation.

**This counts as an EBACC subject.**

### Further information

For additional information about the course at [www.ocr.org.uk/qualifications/gcse/ancient-history-j198-from-2017/](http://www.ocr.org.uk/qualifications/gcse/ancient-history-j198-from-2017/)

### Please contact

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# ART & DESIGN

SUBJECT: **Art and Design: Fine Art**

QUALIFICATION: **GCSE (60180870)**

EXAM BOARD: **Eduqas**

## What will I study?

GCSE Art and Design broadens experience, develops imagination and technical skills, fosters creativity and promotes personal and social development. You will explore broad themes allowing you to experience a diverse range of activities. You will have the opportunity to experiment with different media in order to identify your strengths and preferences allowing you to develop individually as an artist. The aim of the course is to extend your visual language skills and your confidence when making decisions independently. In the context of Art you will develop critical, practical and theoretical skills that you can transfer to other subjects. You will build a comprehensive portfolio of work to progress to further courses or employment.

## Is this the right subject for me?

The GCSE Art and Design is ideal for students who:

- are keen to develop their visual and making skills through drawing, painting and printmaking
- are creative, enthusiastic and imaginative
- enjoy visits to galleries, museums and workshops
- are keen to experiment, embrace challenge, make decisions, take risks and solve problems
- are willing to develop and refine their work

The validity of Art stretches beyond practical skills with art-based media, the diversity of the creative process means you will gain skills transferable to other subjects and to your future employment:

- Communication and self-direction – projects require decision making, these may be based on choice of imagery, media or context
- Creativity and risk taking – using imagination to experiment, innovate, make independent choices and solve problems which arise as a part of the process
- Collaboration and critical thinking – creating a supportive working environment, being aware of their choices and how these influence others. To make connections and analyse the impact of the wider art world on their work
- Reflection and resilience – creating an artwork is just the start of the dialogue, embrace the setbacks and evaluate to develop diversity and discover solutions

## What do I need to know, or be able to do, before taking this course?

The course will enable you to develop your art and design skills; it is important for you to be committed, love the subject and be motivated to develop your skills practically and resource and express your own ideas.

# ART & DESIGN

## How will I be assessed?

Component 1: Portfolio	Component 2: Externally Set Assignment
60% of GCSE 120 marks	40% of GCSE 80 marks
Internally set and marked; assessed through controlled assessment.	Externally set theme and internally marked.
Each component is assessed separately using 4 assessment objectives, with each AO equally weighted. <b>AO1</b> Critical understanding - Develop ideas through investigations, demonstrating critical understanding of sources <b>AO2</b> Creative making - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <b>AO3</b> Reflective recording - Record ideas, observations and insights relevant to intentions as work progresses. <b>AO4</b> Personal presentation - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	

## What can this qualification lead to?

You could progress to further education courses at Level 3, for example:

- GCE A Level Art and Design
- GCE A Level Photography

You could then progress to an Art Foundation course followed by one of the many art based degree courses for example, Graphic design, Fashion, Photography, Architecture, Automotive Design, Fine Art, Illustration or Games Design.

When you seek employment your portfolio of work will provide evidence of your ability to pursue a sustained two-year GCSE course that covers different assignments and requires you to produce a range of work independently, solving problems and making decisions. There may

be opportunities to work in a local design office, graphics or packaging company, advertising and retail or you may choose an apprenticeship.

With Britain's creative industries contributing a record breaking £111.7 billion to the UK economy in 2018, opting for creative subjects offers an exciting, varied and viable career path.

## Further information

[www.eduqas.co.uk](http://www.eduqas.co.uk)

## Please contact

Head of Creative Enterprise Faculty  
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# BIOLOGY

SUBJECT: **Biology**

QUALIFICATION: **GCSE**

EXAM BOARD: **AQA**

## Course Overview

This is one of the three subjects that make up triple science. Pupils will be given one GCSE grade based on this subject. Biology is the study of living organisms and the GCSE develops the knowledge and understanding of this topic as pupils move through the syllabus. Within the subject are many practical opportunities including the 10 required practical's, (which are part of the specification). The practical aspect of the course allows pupils to investigate, experiment and test hypothesis and build on their practical skills that they started to develop in KS3 as well as develop their understanding.

The pupils are assessed regularly throughout the course and given detailed feedback on how to improve. Their GCSE examinations consist of 2 exam papers of 1 hour 45min. Each paper is worth 50% of the GCSE and consist of multiple choice, structures, closed short answer and open response questions. Pupils can be entered for the higher or foundation tier: higher can achieve between grades 4 and 9, foundation between grades 1 and 5. It is the expectation that triple pupils will be entered for higher tier.

## What will I study?

- |                           |   |
|---------------------------|---|
| 1. Cell biology           | 5. Homeostasis and response             |
| 2. Organisation           | 6. Inheritance, variation and evolution |
| 3. Infection and response | 7. Ecology                              |
| 4. Bioenergetics          |   |

## How is this course assessed?

- Paper 1 (1-4)
- Paper 2 (5-7)
- 1hr 45mins
- Foundation and Higher
- 100 marks (50% GCSE)

Students are selected onto the triple science course (Biology, Chemistry and Physics) based on their academic performance in year 9.

## Further information

[www.aqa.org.uk/subjects/science/new-science-gcse-specifications](http://www.aqa.org.uk/subjects/science/new-science-gcse-specifications)

## Please contact

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# BUSINESS, ENTERPRISE & MARKETING

SUBJECT: **Business, Enterprise and Marketing**

QUALIFICATION: **LEVEL 1/ 2 Cambridge National Certificate in Enterprise and Marketing**

EXAM BOARD: **OCR**

## How is this course assessed?

You will be required to complete three units of work.

Unit R067 contains a written paper on Enterprise and Marketing concepts which is set and marked by OCR.

Units R068 and R069 will be moderated by OCR and you will be provided with model assignments for both. Units are graded at Level 1 or Level 2, (Level 2 being higher) at Pass, Merit or Distinction and Distinction\* grades to inspire you to achieve more.

**R064** – Enterprise and Marketing Concepts – Written Paper – 40%.

**R065** – Design a Business Proposal – 30% – Coursework Unit Centre Assessed and OCR Moderated.

**R066** – Market and Pitch a Business Proposal – 30% – Coursework Unit Centre Assessed and OCR Moderated.

## What can this qualification lead to?

OCR Cambridge Nationals Level 2 can lead to the Cambridge Technical Level 3 qualification.

The Cambridge Technical is targeted at students aged 16+ in either a school or FE environment. It allows for greater flexibility with the choice of units that make up the qualification and has a mixture of

assessed units, which will be assessed externally and course work units, which will be moderated internally. In addition, the Level 3 qualifications have UCAS points, supporting progression to Higher Education.

A Business Qualification provides a sound platform to move into all businesses or can provide learners with the skills and qualities to go into business for themselves.

## Further information

[www.ocr.org.uk](http://www.ocr.org.uk)

## Please contact

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# CHEMISTRY

SUBJECT: **Chemistry**

QUALIFICATION: **GCSE**

EXAM BOARD: **AQA**

## Course Overview

This is one of the three subjects that make up triple science. Pupils will be given one GCSE grade based on this subject. Chemistry is the study of the substances of which matter is composed, the investigation of their properties and reactions, and the use of such reactions to form new substances. The GCSE develops the knowledge and understanding of this topic as pupils move through the syllabus. Within the subject are many practical opportunities including the 10 required practical's, (which are part of the specification). The practical aspect of the course allows pupils to investigate, experiment and test hypothesis and build on their practical skills that they started to develop in KS3 as well as develop their understanding.

The pupils are assessed regularly throughout the course and given detailed feedback on how to improve. Their GCSE examinations consist of 2 exam papers of 1 hour 45min. Each paper is worth 50% of the GCSE and consist of multiple choice, structures, closed short answer and open response questions. Pupils can be entered for the higher or foundation tier: higher can achieve between grades 4 and 9, foundation between grades 1 and 5. It is the expectation that triple pupils will be entered for higher tier.

## What will I study?

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

## How is this course assessed?

- Paper 1 (topic 1-5)
- Paper 2 (topic 6-11)
- 1hr 45mins
- 100 marks
- Foundation and Higher Tier
- 50%

Students are selected onto the triple science course (Biology, Chemistry and Physics) based on their academic performance in year 9.

## Further information

[www.aqa.org.uk/subjects/science/new-science-gcse-specifications](http://www.aqa.org.uk/subjects/science/new-science-gcse-specifications)

## Please contact

Harriet Ball – Head of Science and Computer Science Faculty  
[hball@stpetershuntingdon.org](mailto:hball@stpetershuntingdon.org)

# CHILD DEVELOPMENT

SUBJECT: **OCR Cambridge National in Child Development**

QUALIFICATION: **OCR Level 1/Level 2 Cambridge National in Child Development**

EXAM BOARD: **OCR**

## What I will learn?

- The fundamental principles and concepts of Child Development from birth to 5 years, including health and well-being, creating a safe environment, the nutritional needs of children, and their development.
- Develop learning and practical skills that can be applied to real-life contexts and work situations.
- Develop the ability to think creatively, innovatively, analytically, logically and critically.
- Develop independence and confidence in using skills that would be relevant to the childcare sector and more widely.

The qualification consists of 3 mandatory units:

**R057** – E (External assessment: Exam) – Health and wellbeing for child development

**R058** – NEA (Non-Examined Assessment: Coursework) – Create a safe environment and understand the nutritional needs of children from birth to five years.

**R059** – NEA (Non-Examined Assessment: Coursework) – Understand the development of a child from birth to five years

## What can this qualification lead to?

This engaging qualification prepares learners for further study, particularly in the Childcare sector. The opportunity to develop practical, research, communication and analytical skills can also lend itself to a vast range of roles in wider life and work situations.

In achieving a Level 2 qualification in OCR Cambridge Nationals in Child Development, learners can progress to:

- Employment with within the childcare industry.
- Progression to level 3 courses in early years or other related areas, like Health and Social Care.

## Further information

[www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-j809/](http://www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-j809/)

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# COMPULSORY COMPUTER SCIENCE

SUBJECT: **Compulsory Computer Science**

QUALIFICATION: **N/A**

EXAM BOARD: **N/A**

## What will I study?

**Computer science** Students will learn some basic python programming.

**Digital media:** Students will learn how to use the internet / digital media to find information

**Information technology:** Students will learn basic word processing, spreadsheet and presentation skills

## What can this qualification lead to?

This programme will enable pupils to use computers / technology effectively in their everyday life. Supporting them to use technology to find information out about the world, apply to jobs, utilise spreadsheets to support budgeting and finance

## Please contact

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# COMPULSORY PERSONAL DEVELOPMENT

SUBJECT: **Compulsory Personal Development**

QUALIFICATION: **N/A**

EXAM BOARD: **N/A**

We have developed a diverse and carefully mapped curriculum across years 7-13 which actively develops students' awareness of key issues and helps them to make positive choices in the future. With reference to the new 2020 RSE curriculum, the Cambridgeshire Personal Development Framework and the Cambridgeshire Children and Young People's Health and Wellbeing Survey 2021, we focus on resilience, well-being, alcohol, smoking and drugs awareness, LGBT+ awareness, relationships and bullying, healthy lifestyles, e-safety and contraception. Careers, British Values and SMSC are embedded in the curriculum.

Key Stage 4, Personal Development is delivered through a combination of option block lessons on a carousel, collapsed curriculum days, events, assemblies and tutor time.

## **Please contact**

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# COMPULSORY RE

SUBJECT: **Compulsory RE**

QUALIFICATION: **N/A**

EXAM BOARD: **N/A**

## What will I study?

Issues of religion and belief frequently top the news agenda and Religious Education can help us to make sense of them. St Peter's is a diverse community with over 200 EAL students speaking 28 different languages, therefore in order to promote harmony and cooperation we need our students to understand these differences and celebrate diversity. By giving our students the opportunities to hear from representatives of different faiths, we allow our students to experience things they would not normally. Many of our students have never been to a Church or Mosque, and would not normally come into contact with people of faith in everyday life. By bringing in groups and individuals to speak to our students, as well as teaching them about a range of beliefs we give them choice and opportunity in their thinking. To understand the views and opinions of people whose beliefs and values differ from their own is vital in equipping our students to handle issues in their lives, preparing them for the workplace and adult life.

In Key stage 4, RE is taught through a combination of option block lessons on a carousel, assemblies, events, collapsed curriculum days and Tutor times

## Please contact

Mrs J Burniston

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# COMPUTER SCIENCE

SUBJECT: **Computer Science**

QUALIFICATION: **GCSE**

EXAM BOARD: **AQA**

## What will I study?

GCSE Computer Science is a course that will equip you to shape the future of digital technologies.

Paper 1 focuses on Computational Thinking skills. You will study how a wide range of data, including text, sound and images are represented in binary. You will develop an understanding of how to create and how to interpret algorithms.

Paper 2 focuses on how computer systems work. You will look at a wide range of theory, including how computer networks work and how the internet works. You will look at basic programming skills in HTTP.

The NEA is a project set by the exam board for completion in Year 11. You will complete one cycle of the system lifecycle, by analyzing a problem, designing a solution, creating a program in Python, testing and evaluating.

## How is this course assessed?

There are two exams weighted at 40% of the final grade each, with the NEA weighted at 20%. This is structured as follows:

Paper 1: 1 ½ hour written exam

Paper 2: 1 ½ hour written exam

NEA: Controlled coursework completed in Year 11

## What can this qualification lead to?

This course provides an excellent opportunity to progress into digital industries. Whether you intend to become a programmer, a system tester or a project manager, this course provides the skill set needed by the industry.

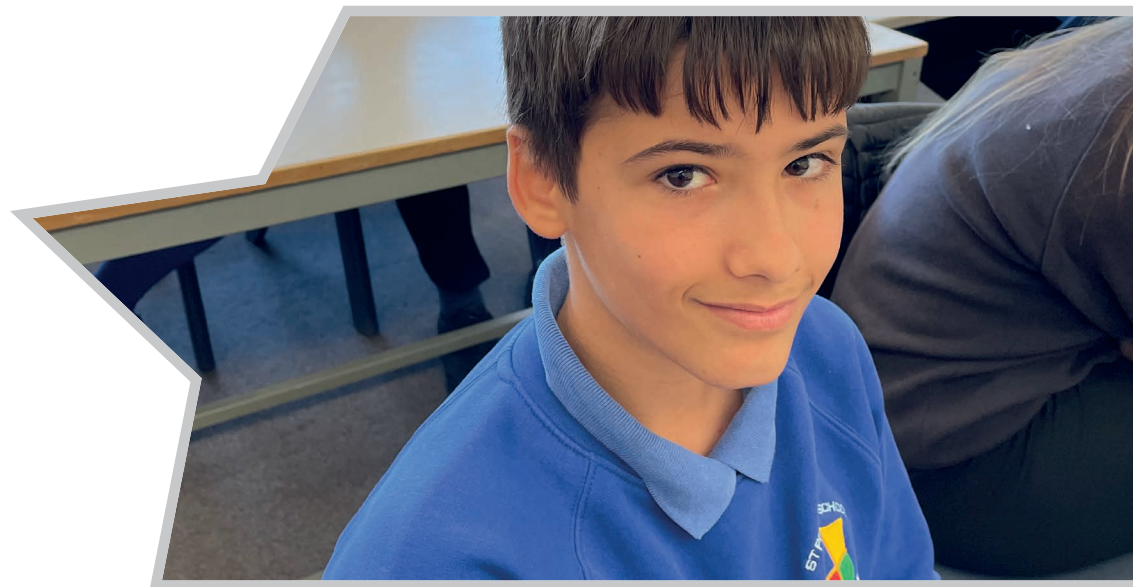
St Peter's Sixth Form offers the AQA A-Level Computer Science course. Many students who have completed this have progressed to Computing degrees at university

## Further information

Further information about this course can be found on [www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525](http://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525)

## Please contact

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# CORE PE

SUBJECT: **Core PE**

QUALIFICATION: **N/A**

EXAM BOARD: **N/A**

The KS4 Core PE curriculum we offer includes the traditional sports such as Football, Netball, Hockey and Rugby but also has wider links with PD, British Values, SMSC, CEIAG, leadership and Outdoor education (National Curriculum KS4).

We believe that having a structured timetable supports how Physical Education is valued in our school. We want students to ensure that they have a positive experience, which will enable lifelong involvement. We also know PE and school sport holds the key to unlocking many of the physical and emotional wellbeing issues young people face. We offer a predominately-practical course with the following sports covered throughout CORE PE time.

- Athletics
- Badminton
- Basketball
- Cricket
- Dance
- Football
- Handball
- Netball
- Rugby Union
- Table Tennis
- Tennis
- Trampolining
- Volleyball

We follow the PE national curriculum and students have two hours of Core PE as part of their weekly timetable.

## Our Core PE curriculum aims:

- To promote a healthy and active lifestyle and mental well being
- To encourage participation in lifelong sport / physical activity
- To develop key life skills such as teamwork; co-operation; communication; discipline
- To provide an opportunity for students to learn about their strengths and weaknesses in a practical setting
- To promote the importance of having a positive contribution to the community.

Our core PE curriculum provides learners with an understanding of spiritual, moral, ethical, social, legislative, economic, and cultural issues. The Core PE curriculum offers opportunities, which can contribute to an understanding of these issues. The Core PE curriculum provides opportunities for the development of the Key Skills of Communication, Application of Number, Information and Communication Technology, Working with Others, Improving, Own Learning and Performance and Problem Solving.

## Please contact

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# CREATIVE iMEDIA

SUBJECT: **OCR Level 1 / 2 Cambridge National in Creative i-Media**

QUALIFICATION: **Cambridge National in Creative iMedia Level 2**

EXAM BOARD: **OCR**

## Course Outline

This qualification will assess the application of creative media skills through their practical use. They will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. The qualifications will encourage independence, creativity and awareness of the digital media sector.

## Benefits

- Develop practical ICT skills that are needed in the modern workplace.
- Develop skills developing digital products.
- Assessment is heavily coursework related, so is a good option for students who lack confidence in examinations.

## How you will be assessed

The course will consist of four units as follows:

1. One external unit (1 hour 30min written examination worth 70 marks)
2. Two NEA units

## What this qualification could lead to

Students studying the Cambridge Nationals Creative iMedia at Level 2 may choose to progress to our Cambridge Technicals Level 3 IT course at St Peter's School.

The skills developed in this course provides a good skill set for gaining employment or further training as an apprentice after completing your studies

## Please contact

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# DESIGN TECHNOLOGY

SUBJECT: **Design Technology**

QUALIFICATION: **GCSE (8552)**

EXAM BOARD: **Edexcel**

## What will I study?

Whilst studying this subject you will build innovative design skills, explore, create and evaluate a range of outcomes. Design Technology enables you to use your creativity and imagination to design and make prototypes that solve real and relevant problems, considering your own and others' needs, wants and values. Creative design and making is at the heart of what you will do, you should enjoy communicating through drawing and be passionate about problem solving. You will learn how to take design risks, helping you to become resourceful, innovative and enterprising. Design Technology gives you opportunities to apply knowledge from other disciplines, including mathematics, science, art and design and computing. You will develop an awareness of practices from the creative, engineering and manufacturing industries.

## How is this course assessed?

You will follow a structure of a lesson each of theory, project work and NEA every week.

**The course has two components:**

### Component 1:

Written examination: 2 Hours, 50% of the qualification, 100 marks.

- **Section A** – Core technical principles (20 marks)  
A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- **Section B** – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.
- **Section C** – Designing and making principles (50 marks) A mixture of short answer and extended response questions.

### In addition:

- at least 15% of the exam will assess Maths.
- at least 10% of the exam will assess Science.

### Component 2:

Non-examined assessment, 50% of the qualification, 100 marks.

### Content overview

You will undertake a project based on a contextual challenge released by the exam board.

- The “Contextual Challenge brief” is released on 1st June of year 10
- The project will test your skills in investigating, designing, making and evaluating a prototype of a product.
- Task will be internally assessed and externally moderated.
- There are four parts to the assessment:
  - 1 – Investigate (16 marks)
  - 2 – Design (42 marks)
  - 3 – Make (36 marks)
  - 4 – Evaluate (6 marks)

## What can this qualification lead to?

A GCSE DT qualification forms part of a career path leading to further technical, creative or academic product design qualifications, for example A Level Product Design.

Not only does this course give students experience in designing and making in new exciting way, it opens up a range of possibilities on leaving school in careers such as: Architecture, Advertising, Fashion Design, Graphic Designer, Web Design, Typographer, Interior Design, Jeweller, Ceramicist, Product Engineer, Furniture Designer, Packaging, Communications, Film, Software, Transport, Product Engineering, Landscape designer, etc.

The subject gives students a firm grounding in the skills of creativity problem-solving, communication and ICT which would apply to all careers.

## Further information

Additional information about the course at [www.aqa.org.uk](http://www.aqa.org.uk)

## Please contact

Mrs D Glover – Head of Creative Enterprise Faculty  
[dglover@stpetershuntingdon.org](mailto:dglover@stpetershuntingdon.org)

Mr I Leitch – Teacher of Design Technology  
[ileitch@stpetershuntingdon.org](mailto:ileitch@stpetershuntingdon.org)



# DRAMA

SUBJECT: **Drama**

QUALIFICATION: **BTEC Level 2 Tech Award**

## What will I study?

The Drama curriculum centres around three main skills – performing, devising and analysing performances.

The first component students study is called 'Exploring the Performing Arts'. For this unit, students initially study a range of different theatre styles, from commedia dell'arte in 'One Man, Two Guvnors' to physical theatre in 'Curious Incident of the Dog in the Night Time'. After watching these performances, students get to explore how the roles of an actor, director, designer and promotor all contribute to different aspects of this performance through both their own research and their own performance rehearsals. Through keeping a log of their ideas, students develop a portfolio of evidence on how the performing arts create meaning.

Component 2 is entitled 'Developing Skills and Techniques in the Performing Arts'. For this component, students will get to hone their own performance skills, exploring aspects of movement, gesture, facial expression, physicality and more. Students will be given time to rehearse and refine their performance, considering how they can use costumes, props, lighting and acting skills to shape meaning. Students will also have to complete a reflective piece where they consider why they have made certain key choices and how they hope these have shaped their final piece.

For the final component, Component 3, students will 'Respond to a Brief' and devise their own piece of theatre. This aspect of the

course gives students an opportunity to create their own piece of theatre from a stimulus. Working in small groups, students generate their own ideas for a performance before devising, rehearsing and performing their performance. Students are assessed on both their final performance and their reflections on the process of devising.

## What can this qualification lead to?

Students can use Drama as a springboard to study A levels in Drama, Media or English. However, the speaking and listening skills that are developed during Drama are invaluable for the presentational skills that many jobs now desire.

## Please contact

Mr Dineen

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# ENGLISH LANGUAGE

SUBJECT: **English Language**

QUALIFICATION: **GCSE**

EXAM BOARD: **AQA**

## What will I study?

### English Language

In English Language, students will develop the skills necessary to be able to read, understand and analyse a wide range of fiction and non-fiction texts from the 19th, 20th and 21st century.

Students will also be given the opportunity to write creatively and will produce a variety of texts including short stories, newspaper articles and blogs.

## How is this course assessed?

### English Language

Paper 1: Explorations in Creative Reading and Writing (50% of overall GCSE)

Paper 2: Writers' Viewpoints and Perspectives (50% of overall GCSE)

NEA: Spoken Language (0% of overall GCSE)

## What can this qualification lead to?

### Sixth Form:

Students could choose to study an A-level in English Language, English Literature, Media Studies, Film Studies or Creative Writing.

## Professional Aspirations:

A qualification in English can open lots of doors!

Students may go on to become writers, teachers, literary critics, publishers, lawyers, journalists or politicians.

## Further information

### English Language:

[www.aqa.org.uk/subjects/english/gcse/english-language-8700](http://www.aqa.org.uk/subjects/english/gcse/english-language-8700)

## Please contact

Mr T Dineen

[tdineen@stpetershuntingdon.org](mailto:tdineen@stpetershuntingdon.org)



# ENGLISH LITERATURE

SUBJECT: **GCSE English Literature**

QUALIFICATION: **GCSE**

EXAM BOARD: **AQA**

## What will I study?

### English Literature

In English Literature, students will study the following texts:

- Charles Dickens, *A Christmas Carol*
- George Orwell, *Animal Farm*
- William Shakespeare, *Romeo and Juliet*
- Power and Conflict Poetry Anthology

Students will explore the ways writers use language, structure and form to engage and influence their readers, and will re-visit themes and contexts studied at Key Stage Three.

## How is this course assessed?

### English Literature

Paper 1: Shakespeare and the 19th Century Novel  
(40% of overall GCSE)

Paper 2: Modern Texts and Poetry (60% of overall GCSE)

## What can this qualification lead to?

### Sixth Form:

Students could choose to study an A-level in English Language, English Literature, Media Studies, Film Studies or Creative Writing.

### Professional Aspirations:

A qualification in English can open lots of doors!

Students may go on to become writers, teachers, literary critics, publishers, lawyers, journalists or politicians.

### Further information:

#### English Literature:

[www.aqa.org.uk/subjects/english/gcse/english-literature-8702](http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702)

### Please contact

Mr T Dineen

[tdineen@stpetershuntingdon.org](mailto:tdineen@stpetershuntingdon.org)



# FILM STUDIES

SUBJECT: **Film Studies**

QUALIFICATION: **GCSE**

EXAM BOARD: **Eduqas**

## What will I study?

The Film Studies GCSE is designed to broaden your knowledge of film and film technology from the first moving images introduced to audiences in 1895 to the digital environment of contemporary film. Production work is also a central part of this course and you will be given an opportunity to create your own screenplay for a chosen genre.

You will study six films:

- A modern British film
- A US independent film
- Two US mainstream films
- A global English Language film
- A global non-English Language film

You will learn about the key elements of film (cinematography, mise-en-scene, editing and sound) and the different contexts of film including key aspects of the history of film and film technology.

## How is this course assessed?

Component 1 (35%): Key Developments in US Film  
Written examination – 1 hour and 30 minutes

Component 2 (35%): Global Film: Narrative, Representation and Film Style  
Written examination – 1 hour and 30 minutes

Component 3 (30%): One genre based film extract in the form of a screen play and one evaluative analysis of the screenplay where learners analyse and evaluate their screenplay in relation to professionally produced screenplays.

## Professional Aspirations

A qualification in Film Studies can lead down many different avenues with its combination of creativity, analysis and evaluation you really will be learning key skills for life. Careers in the film industry are an obvious next step but it's more than that! Studying film enables you to see the world in a completely different light and develop a wide range of skills that are transferable to work and life.

## Further information

[www.eduqas.co.uk/qualifications/film-studies-gcse/#tab\\_overview](http://www.eduqas.co.uk/qualifications/film-studies-gcse/#tab_overview)

## Please contact

Ms Tierney

[htierney@stpetershuntingdon.org](mailto:htierney@stpetershuntingdon.org)

# FOOD & NUTRITION

SUBJECT: **Food and Nutrition**

QUALIFICATION: **GCSE**

EXAM BOARD: **OCR**

## What will I study?

Food Preparation and Nutrition aims to equip you with the knowledge, understanding and skills required to cook whilst also applying the principles of food science, nutrition and healthy eating. You will explore the underlying principles of food science, nutrition, food traditions and food safety through theory lessons which account for 50% of the course alongside developing practical cookery skills and techniques.

## How is this course assessed?

### Assessment overview

- Food preparation and nutrition Written Exam 1 hour 30 minutes (50% of GCSE)
- Food investigation task NEA 1 (15% of GCSE)
- Food preparation task NEA 2 (35% of GCSE)

## Content overview

All content is covered in all components. There are four sections.

### Section A: Nutrition

- The relationship between diet and health
- Nutritional and dietary needs of different groups of people
- Nutritional needs when selecting recipes for different groups of people
- Energy balance
- Protein
- Fat
- Carbohydrate
- Vitamins
- Minerals
- Water
- Nutritional content of the main commodity groups

### Section B: Food (food provenance and food choice)

- Food provenance: source and supply
- Food processing and production
- Food security
- Technological developments to support better health and food production
- Development of culinary traditions (students study British cuisine and a minimum of two international cuisines)
- Factors influencing food choice

# FOOD & NUTRITION

## **Section C: Cooking and food preparation**

- Food science
- Sensory properties
- Food safety

## **Section D: Skills requirements (preparation and cooking techniques)**

- Knife skills
- Preparation and techniques
- Cooking methods
- Sauces
- Set a mixture
- Raising agents
- Dough
- Judge and manipulate sensory properties

## **What can this qualification lead to?**

This qualification could form part of a career path leading to further technical or academic food and nutrition related qualifications including within the food industry, catering, food retail, dietician or food scientist.

## **Further information**

Additional information about the course at [www.ocr.com](http://www.ocr.com)

## **Please contact**

Miss P Curry  
[pcurry@stpetershuntingdon.org](mailto:pcurry@stpetershuntingdon.org)



# FRENCH

SUBJECT: **French**

QUALIFICATION: **GCSE**

EXAM BOARD: **AQA**

## What will I study?

Students will develop their ability to communicate and express their ideas spontaneously, based on grammatical and linguistic structures. Students will deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use. They will acquire the skills required to understand and respond to authentic materials, including literary texts. Students will develop an awareness and understanding of the culture and identity of the countries and communities where French is spoken. Also, they will develop language learning skills both for immediate use and to prepare them for further language study. The themes studied are as follows:

**Theme 1: Identity and culture**

**Theme 2: Local, national, international and global areas of interest**

**Theme 3: Current and future study and employment**

## How is this course assessed?

In the form of final exams at either foundation or higher tier for all the skills of listening, speaking, reading and writing at the end of the GCSE course. Each skill is worth 25%.

## What can this qualification lead to?

A language GCSE can lead to further study at A level and degree level, opening up work opportunities globally. It can also be of relevance in the UK where employers want people who can speak other languages, in fields such as tourism and retail, computing, customer services, engineering, finance, marketing and the media.

## Further information

Please see [www.aqa.org.uk/subjects/languages/gcse/french-8658](http://www.aqa.org.uk/subjects/languages/gcse/french-8658)

## Please contact

Mrs J Burniston

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# GEOGRAPHY

SUBJECT: **Geography**

QUALIFICATION: **GCSE**

EXAM BOARD: **AQA A**

## What will I study?

The course will give you the chance to get to grips with some of the big questions which affect our world and understand the social, economic and physical forces which shape and change our world. Geography looks at the world today and the impacts humans are having on the future of the planet. We investigate the physical processes and factors that produce diverse and dynamic landscapes over time and the issues that concern us in the human environment such as population and development. It is a solid academic subject and well respected by universities and employers alike.

### Paper 1: Living with the physical environment

You will study topics such as 'The challenge of natural hazards', 'The living world' and 'Physical landscapes in the UK'. Geographical skills are included throughout and involves a field visit with both a human centred focus and a physical centred focus.

### Paper 2: Challenges in the human environment

This paper focuses on the human elements of Geography and will cover topics such as 'Urban issues and challenges', 'The changing economic world' and 'The challenge of resource management'. Geographical skills are also included reflecting on the human environment.

### Paper 3: Geographical application

This paper will ask questions of the field visits you conducted and focus on data collection methods, analysis and evaluations. The skills will also cover data presentation and interpretation.

### How is this course assessed? 100% exam

- Paper 1 – external exam 1 hour 30 minutes which is worth 35% of the GCSE
- Paper 2 – external exam 1 hour 30 minutes which is worth 35% of the GCSE
- Paper 3 – external exam 1 hour 15 minutes which is worth 30% of the GCSE

### What can this qualification lead to?

Geography as a GCSE is recognised as a qualification that ensures you can achieve at a higher level due to the ability to analyse and make judgements. GCSE Geography is very flexible qualification as it is a social science, so it fits with other courses such as PE for those that want to develop into the fitness industry or Philosophy and Sociology and History at an A level for those that are social scientists.

### Further information

For additional information about the course at <http://filestore.aqa.org.uk/resources/geography/specifications/AQA-8035-SP-2016.PDF>

### Please contact

Mrs Charlotte Savill – Head of Geography  
[ChSavill@stpetershuntingdon.org](mailto:ChSavill@stpetershuntingdon.org)

# GRAPHIC COMMUNICATION

SUBJECT: **Graphic Communication**

QUALIFICATION: **GCSE (60180870)**

EXAM BOARD: **Eduqas**

## What will I study?

GCSE Graphics Communication broadens experience, develops imagination and technical skills, fosters creativity and promotes personal and social development.

Graphic Communication is defined here as the process of creating visual material to convey information, ideas and emotions through the use of symbols, diagrams, drawings, photographs, maps and typography. You will explore practical and relevant critical and contextual sources, such as the work of historical and contemporary graphic designers and the different purposes, intentions and functions of graphic communication. The aim of the course is to develop your creative thinking skills and communication skills through the combination of words and images. You will have the opportunity to experiment with different media, including design software, in order to identify your strengths and preferences allowing you to develop individually as a designer. Outcomes may be two- or three-dimensional, taking the form of posters, brochures, packaging, publicity materials, three-dimensional point-of-sale and exhibition design. You will build a comprehensive portfolio of work to progress to further courses or employment.

## Is this the right subject for me?

The GCSE Graphic Communication is ideal for students who:

- are keen to develop their visual and making skills through drawing, modelling and CAD.
- are creative, enthusiastic and imaginative
- enjoy visits to galleries, museums and workshops
- are keen to experiment, embrace challenge, make decisions, take risks and solve problems
- are willing to develop and refine their work

## What do I need to know, or be able to do, before taking this course?

The course will enable you to develop your art and design skills; it is important for you to be committed, love the subject and be motivated to develop your skills practically and resource and express your own ideas.

## How will I be assessed?

<b>Component 1: Portfolio</b>	<b>Component 2: Externally Set Assignment</b>
60% of GCSE 120 marks	40% of GCSE 80 marks
Internally set and marked; assessed through controlled assessment.	Externally set theme and internally marked.
Each component is assessed separately using 4 assessment objectives, with each AO equally weighted. <b>A01</b> Critical understanding - Develop ideas through investigations, demonstrating critical understanding of sources <b>A02</b> Creative making - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <b>A03</b> Reflective recording - Record ideas, observations and insights relevant to intentions as work progresses. <b>A04</b> Personal presentation - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	

## What can this qualification lead to?

You could progress to further education courses at Level 3, for example:

- GCE A Level Art and Design
- GCE A Level Photography
- Graphic Design Level 3 Diploma

You could then progress to an Art Foundation course followed by one of the many art based degree courses for example, Graphic design, Fashion, Photography, Architecture, Automotive Design, Illustration, Games Design or Fine Art.

Your portfolio of work will provide evidence of your ability to pursue a two-year GCSE course, covering different assignments and producing a range of work when you seek employment. There may be opportunities to work in a local design office, graphics company, advertising or retail or you may choose an apprenticeship.

## Further information

[www.eduqas.co.uk](http://www.eduqas.co.uk)

## Please contact

Miss P Curry – 2iC Creative Enterprise Faculty  
[pcurry@stpetershuntingdon.org](mailto:pcurry@stpetershuntingdon.org)

Problem solving  
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Resilience  
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smART  
Diversity  
Creativity  
choice  
Pride  
Decision making  
Risk taking

# HAIRDRESSING, BARBERING AND BEAUTY THERAPY

SUBJECT: **Hairdressing, Barbering  
and Beauty Therapy**

QUALIFICATION: **VTCT Level 2 Certificate**

EXAM BOARD: **VTCT**

## **What will I Study?**

Hairdressing, Barbering and Beauty Therapy is for students with an interest in pursuing Hairdressing, Barbering and/or beauty therapy.

This qualification aims to support you to:

- develop a broad and comprehensive understanding of the hair and beauty sector through class and independent research
- develop knowledge which spans the entire vocational sector and related industries
- develop academic study and transferable skills that will support progression within the hair and beauty sector and more broadly

**This qualification includes two mandatory units and two optional units.**

**Understanding the hair and beauty sector (mandatory)** – in this you will develop an understanding of the structure and importance of the hair and beauty sector. You will also learn about the products used, and services and treatments provided throughout the sector as well as career opportunities.

**Hair and beauty research project (mandatory)** – in this unit you learn how to plan a hair and beauty research project. You will then produce a research proposal and conduct their research into a particular topic area of the hair and beauty sector.

**Hair and beauty science (optional)** – in this unit you will develop an understanding of the chemistry of hair and beauty products. You will also learn about the anatomy of the skin and hair and produce a formulation for a hair and beauty product.

**Responding to a hair and beauty design brief (optional)** – in this unit you will develop an understanding of design briefs throughout the hair and beauty sector. You will then be set a specific design brief to which you have to respond by researching the area, presenting your ideas and justifying your choices.

## **How is my work assessed?**

The course will be 75% assessed by controlled assessment and 25% by exam.

This qualification uses Pass, Merit, Distinction, Distinction\* (P/M/D/D\*) grading.

## **What can this qualification lead to?**

Students who successfully achieve this qualification could progress to higher vocationally-related qualifications, for example Level 2/3 Diploma in Hairdressing or level 2/3 Diploma in Barbering delivered at the Salon at St Peter's. There are additional qualifications which these courses could lead to e.g. Fashion and Photographic Make-Up, Nail Technology, Media Make up, Massage.

## **Please contact**

Mrs A Forbes  
[aforbes@stpetershuntingdon.org](mailto:aforbes@stpetershuntingdon.org)

# HISTORY

SUBJECT: **History**

Qualification: **GCSE**

EXAM BOARD: **Edexcel**

## What will I study?

Your GCSE course will involve studying a variety of historical periods and give you a thorough understanding of History over a long period of time:

### Paper 1: Thematic Study and historic environment

The thematic study requires students to understand change and continuity across a long sweep of history, including the most significant characteristics of different ages from the medieval to modern periods. We look at Crime and punishment in Britain, c1000-present. This focuses on different crimes such as treason, heresy and witchcraft, types of punishment such as the death penalty and changes in law enforcement.

The Historic environment section focuses on a historic environment which is linked to the thematic study and focuses on that site in its historical context. We will be studying Whitechapel in the 19th century, looking at Jack the Ripper.

### Paper 2: Period study and British depth study

The depth studies focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. This paper focuses on AO1 (Knowledge and Understanding) and AO2 (Second Order Concepts). Students will study the following two depth studies:

Students take **one** of the following British depth study options:

- Anglo-Saxon and Norman England, c1060–88
- Superpower relations and the Cold War, 1941–91

### Paper 3: Modern depth study

This is as above, however we will only focus on Weimar and Nazi Germany 1918-39. Within this we will look at the aftermath of WW1 in Germany, the rise of Hitler and the Nazi's and life in Hitler's Germany including education and the persecution of Jews. This paper focuses on AO3 (Source skills) and AO4 (Interpretation skills) and requires students to look at a range of material to make decisions about the past.

# HISTORY

## How is this course assessed?

100% exam

**Paper 1** – external exam (30%)

**Paper 2** – external exam (40%)

**Paper 3** – external exam (30%)

## What can this qualification lead to?

Students often go on to complete A level History as well as subjects such as English and Sociology. This subject is an ideal choice at GCSE as it develops a wide range of key skills that are cross-subject such as analysis of factors, reaching reasoned judgments, comprehension and evaluation.

## Further information

For additional information about the course at [qualifications.pearson.com/en/qualifications/edexcel-gcse/history-2016.html](http://qualifications.pearson.com/en/qualifications/edexcel-gcse/history-2016.html)

## Please contact

Miss E Kerr-Laslett – Head of History  
[EKerr-Laslett@stpetershuntingdon.org](mailto:EKerr-Laslett@stpetershuntingdon.org)



# MATHEMATICS

SUBJECT: **Mathematics**

QUALIFICATION: **GCSE**

EXAM BOARD: **AQA**

## What will I study?

Mathematics is an interconnected subject in which pupils need to be able to move fluently between various representations of mathematical ideas. The programme of study for key stage 4 is organised into apparently distinct domains, but pupils should develop and consolidate connections across mathematical ideas. They should build on learning from key stage 3 to further develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge wherever relevant in other subjects and in financial contexts.

## How is this course assessed?

100% exam; 1 non-calculator and 2 calculator papers.  
All equal in weighting.

## What can this qualification lead to?

GCSE maths can lead to academic courses at level 3 including Maths, Engineering, Sports Science and is needed for Science A Levels. Maths is seen as one of the most sought-after subjects at A level. Many universities consider maths an important admission criterion.

Students applying for apprenticeships or employment with training will require a minimum standard in maths. Students are expected to have attained the equivalent of a grade 4 by the age of 18.

## Further information

[www.aqa.org.uk](http://www.aqa.org.uk)

## Please contact

Mr Arhin

[marhin@stpetershuntingdon.org](mailto:marhin@stpetershuntingdon.org)



# MUSIC TECHNOLOGY

SUBJECT: **Music**

QUALIFICATION:

**NQF BTEC First Award in Music Technology**

EXAM BOARD: **BTEC**

## What will I study?

The **BTEC** Music Technology course is very flexible and extremely popular with St. Peter's students. The course has a vocational context and is mostly practical. There are three practical units and a written examination of 1-hour, each with equal weighting.

**All students will enjoy access to a new iMac running the latest state-of-the-art music production software, 'Logic Pro X', on an individual basis.**

During the course students will write sequenced music for iPad computer games, as well as cartoon scenes, digital audio books and film trailers. They will complete live, broadcast-quality audio recordings and also learn about the various exciting job roles and responsibilities available in the Music Industry. The course is designed to prepare students for the world of work in these very lucrative fields.

## How is this course assessed?

Students receive regular written feedback on their coursework progress and formative and summative assessments will take place according to the dates in the course Assessment Calendar. All the coursework will be assessed and marked internally by St Peter's School Music Department staff and successful students will be awarded a 'Pass', 'Merit' or 'Distinction' for each unit of work during the course.

By the end of the first year of study students will have completed the two Core units of the course, 'The Music industry' and 'Creating A Music Product'. During the second year students will complete the two optional units, 'Introducing Music Sequencing' & 'Introducing Music Recording'.

The students will sit the Music Industry examination in the January of Year 11, receiving the result in early March. This gives students the opportunity to create time in the school year to then concentrate on the June examinations in their other subjects. Students also have the chance to resit the Music Industry examination in June if necessary.

Students prepare for the examination using a free Adobe Reader electronic resource exported from iPad mindmapping technology which has proved to be extremely successful in increasing the quality and speed of their learning resulting in raised achievement through making the acquisition of knowledge very straight forward. Students use actual exam papers and mark schemes from the beginning of Year 10 whilst learning the course content to maximize achievement in this element of the course and receive regular marks for sample questions they undertake from Section A, Section B & Section C of each paper.

# MUSIC TECHNOLOGY

## What can these qualifications lead to?

Upon completion of the **BTEC / GCSE** Level 2 courses, students can study **'A' Level** Music / Music Technology in the 6th Form or study **BTEC** Music Technology at Level 3 in readiness for University entrance. Alternatively they can apply for training courses at the BBC or other similar organisations or apply for jobs at record companies and music production companies that specialise in writing music for computer games and the moving image. Students may also wish to apply for places at institutions that specialise in the Performing Arts.

## Further information

Additional information about the course at [www.pearson.com](http://www.pearson.com)

## Please contact

Mr H Goodman – Head of Music  
[hgoodman@stpetershuntingdon.org](mailto:hgoodman@stpetershuntingdon.org)



# PHOTOGRAPHY

SUBJECT: **Photography**

QUALIFICATION: **GCSE (60180870)**

EXAM BOARD: **Eduqas**

## What will I study?

Photography is defined as creating durable static or moving images by recording light with light-sensitive materials such as photographic film or digitally by means of an image sensor. It can include still photography and other lens-based media.

You will explore practical and relevant critical and contextual sources such as the work of historical and contemporary photographers and the different purposes, intentions and functions of photography which are appropriate to your work. You will need to demonstrate the ability to work creatively with processes and techniques appropriate to the chosen area study such as: photograms; pinhole cameras; digital processes; stop-frame animation; photomontage; digital manipulation of images. Your outcomes can be screen or print-based, comprise still or moving images. You can explore practitioners working in such areas as advertising, photojournalism, fashion, wildlife, industrial and technical photography. The aim of the course is to extend your visual language skills and your confidence when making decisions independently. In the context of photography you will develop critical, practical and theoretical skills that you can transfer to other subjects.

## Is this the right subject for me?

The GCSE Photography is ideal for students who:

- are keen to develop their visual awareness and creativity through photography
- are creative, enthusiastic and imaginative
- enjoy visits to galleries, museums and workshops
- are keen to experiment, embrace challenge, make decisions, take risks and solve problems
- are willing to document, develop and refine their work

## What do I need to know, or be able to do, before taking this course?

The course will enable you to develop your art and design skills, it is important for you to be committed, love the subject and feel motivated to develop your skills practically and express your own ideas.

## How will I be assessed?

<b>Component 1: Portfolio</b>	<b>Component 2: Externally Set Assignment</b>
60% of GCSE 120 marks	40% of GCSE 80 marks
Internally set and marked; assessed through controlled assessment.	Externally set theme and internally marked.
Each component is assessed separately using 4 assessment objectives, with each AO equally weighted. <b>AO1</b> Critical understanding - Develop ideas through investigations, demonstrating critical understanding of sources <b>AO2</b> Creative making - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <b>AO3</b> Reflective recording - Record ideas, observations and insights relevant to intentions as work progresses. <b>AO4</b> Personal presentation - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	

## **What can this qualification lead to?**

You could progress to further education courses at Level 3, for example:

- GCE A Level Photography

You could then progress to an Art Foundation course followed by one of the many art based degree courses for example Photography, Graphic Communication, Animation, Media Studies. When you seek employment your portfolio of work will also provide evidence of your ability to pursue a sustained two-year GCSE course that covers different assignments and requires you to produce a range of work independently.


## **Further information**

[www.eduqas.co.uk](http://www.eduqas.co.uk)

## **Please contact**

Mrs Maddocks

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# PHYSICS

SUBJECT: **Physics**

QUALIFICATION: **GCSE**

EXAM BOARD: **AQA**

## Course Overview

This is one of the three subjects that make up triple science. Pupils will be given one GCSE grade based on this subject. Physics looks at the nature and properties of matter and energy and the GCSE develops the knowledge and understanding of this topic as pupils move through the syllabus. Within the subject are many practical opportunities including the 10 required practical's, (which are part of the specification). The practical aspect of the course allows pupils to investigate, experiment and test hypothesis and build on their practical skills that they started to develop in KS3 as well as develop their understanding.

The pupils are assessed regularly throughout the course and given detailed feedback on how to improve. Their GCSE examinations consist of 2 exam papers of 1 hour 45min. Each paper is worth 50% of the GCSE and consist of multiple choice, structures, closed short answer and open response questions. Pupils can be entered for the higher or foundation tier: higher can achieve between grades 4 and 9, foundation between grades 1 and 5. It is the expectation that triple pupils will be entered for higher tier.

## What will I study?

- |                             |                                   |
|-----------------------------|-----------------------------------|
| 1. Energy                   | 6. Waves                          |
| 2. Electricity              | 7. Magnetism and electromagnetism |
| 3. Particle model of matter | 8. Space physics                  |
| 4. Atomic structure         |                                   |
| 5. Forces                   |                                   |

## How is this course assessed?

- |                        |                              |
|------------------------|------------------------------|
| • Paper 1 (topics 1-4) | • 100 marks                  |
| • Paper 2 (topics 5-8) | • Foundation and Higher Tier |
| • 1hr 45min            | • 50%                        |

Students are selected onto the triple science course (Biology, Chemistry and Physics) based on their academic performance in year 9.

## Further information

[www.aqa.org.uk/subjects/science/new-science-gcse-specifications](http://www.aqa.org.uk/subjects/science/new-science-gcse-specifications)

## Please contact

Harriet Ball – Head of Science and Computer Science Faculty  
[hball@stpetershuntingsdon.org](mailto:hball@stpetershuntingsdon.org)



# RELIGIOUS STUDIES

SUBJECT: **Religious Studies**

QUALIFICATION: **GCSE**

EXAM BOARD: **AQA**

## What will I study?

GCSE Religious Studies has been designed to encourage learners to develop knowledge, understanding and skills to engage in debate and discussion about life in a modern pluralistic society. This includes developing the understanding of non-religious beliefs. It has an emphasis on critical analysis and the ability to construct balanced and informed arguments with the context of religious, philosophical and ethical awareness.

### Component 1: The study of religions: beliefs, teachings and practices

This paper requires the study of Christianity and Islam. Students will learn to recognise and consider the existence and importance of common and divergent views with their chosen religions' traditions, in the way beliefs, teachings and practices are understood and expressed. They will explore sources of wisdom and authority that underpin and connect teachings, beliefs and practices as well as how chosen religions influence individuals, communities and societies.

### Component 2: Thematic studies

Learners will follow a study of philosophical and ethical debates from a mostly Christian perspective. It explores key ethical concepts surrounding relationships and families, sexuality and equality of men and women; religion and life issues; religious teachings about violence and conflict, peace and forgiveness; challenges for religion in the modern world and religious attitudes towards Crime and Punishment.

### How is this course assessed?

100% exam – both papers are equally weighted.

### What can this qualification lead to?

Students can go on to complete A level Philosophy as well as other humanities A levels like History and/or Ancient History as well as subjects such as English or Sociology. This subject is an ideal choice at GCSE as it develops a wide range of key skills that are cross-subject such as analysis of factors, reaching reasoned judgments, comprehension and evaluation.

### Further information

For additional information about the course at [www.aqa.com](http://www.aqa.com)

### Please contact

Ms H Thatcher  
[hthatcher@stpetershuntingdon.org](mailto:hthatcher@stpetershuntingdon.org)

# SCIENCE TRILOGY

SUBJECT: **Combined Science Trilogy Grade 9-1**

QUALIFICATION: **GCSE**

EXAM BOARD: **AQA**

## Course Overview

Trilogy (combined science) comprises of all three science subjects: Biology, Chemistry and Physics. The scheme of work is written to enable pupils to develop their knowledge and understanding in science through opportunities for working scientifically. There are many opportunities to allow pupils for investigating, observing, experimenting or testing out ideas and thinking about them within lessons including the 21 required practical's that are within the AQA specification.

The pupils are assessed regularly throughout the course and given detailed feedback on how to improve. Their GCSE examinations consist of 6 exam papers (2 in each science subject) of 1 hour 15min. Each paper is worth 16.7% of the GCSE and consist of multiple choice, structures, closed short answer and open response questions. The result of all 6 exams are combined to give 2 GCSE grades. Pupils can be entered for the higher or foundation tier: higher can achieve between grades 4/4 and 9/9, foundation between grades 1/1 and 5/5.

## What will I study?

- **Biology** – cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology
- **Chemistry** – atomic structure and periodic table, bonding structure and properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis
- **Physics** – energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism and electromagnetism

## How is this course assessed?

- Biology paper 1 (topics 1-4)
- Biology paper 2 (topics 5-7)
- Chemistry paper 1 (topics 8-12)
- Chemistry paper 2 (topics 13-17)
- Physics paper 1 (topics 18-21)
- Physics paper 2 (topics 22-24)

## All exams are:

- Written exam 1hr 15min
- Foundation and Higher tier
- 70 marks (16.7% of GCSE)

## Further information

[www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464](http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464)

## Please contact

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# SPORTS SCIENCE

SUBJECT: **Physical Education**

Qualification: **Sports Science**

EXAM BOARD: **OCR**

## What will I study?

### **Reducing the risk of sports injuries and dealing with common medical conditions**

- Topic Area 1: Different factors which influence the risk and severity of injury
- Topic Area 2: Warm up and cool down routines
- Topic Area 3: Different types and causes of sports injuries
- Topic Area 4: Reducing risk, treatment and rehabilitation of sports injuries and medical conditions
- Topic Area 5: Causes, symptoms and treatment of medical conditions

### **Applying the principles of training: fitness and how it affects skill performance**

- Topic Area 1: Components of fitness applied in sport
- Topic Area 2: Principles of training in sport
- Topic Area 3: Organising and planning a fitness training programme
- Topic Area 4: Evaluate own performance in planning and delivery of a fitness training programme

## **Nutrition and sports performance**

- Topic Area 1: Nutrients needed for a healthy, balanced nutrition plan
- Topic Area 2: Applying differing dietary requirements to varying types of sporting activity
- Topic Area 3: Developing a balanced nutrition plan for a selected sporting activity
- Topic Area 4: How nutritional behaviours can be managed to improve sports performance

## **How is this course assessed?**

- **Reducing the risk of sports injuries and dealing with common medical conditions** – 1 hour 15 minute written examination  
70 marks (80 UMS) OCR-set and marked
- **Applying the principles of training: fitness and how it affects skill performance** – OCR-set assignment 80 marks (80 UMS)  
Centre-assessed and OCR moderated
- **Nutrition and sports performance** – OCR-set assignment  
40 marks (40 UMS) Centre-assessed and OCR moderated

## **What can this qualification lead to?**

- Apprenticeship Framework Levels 1-2
- Vocational qualifications (QCF) Certificate /NVQ Diploma Personal Training & Leisure Management Level 3
- Cambridge Technicals in Sport Levels 2 & 3
- 6th form college

## **Further information**

[teach.ocr.org.uk/cambridgenationals2022](https://teach.ocr.org.uk/cambridgenationals2022)

## **Please contact**

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# SPORTS STUDIES

SUBJECT: **Physical Education**

QUALIFICATION: **Sports Studies**

EXAM BOARD: **OCR**

## What will I study?

### Contemporary issues in sport

- Topic Area 1: Issues which affect participation in sport
- Topic Area 2: The role of sport in promoting values
- Topic Area 3: The implications of hosting a major sporting event for a city or country
- Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport
- Topic Area 5: The use of technology in sport

### Performance and leadership in sports activities

- Topic Area 1: Key components of performance
- Topic Area 2: Applying practice methods to support improvement in a sporting activity
- Topic Area 3: Organising and planning a sports activity session
- Topic Area 4: Delivering a sports activity session
- Topic Area 5: Reviewing your own performance in planning and delivery of a sports activity session

## Increasing awareness of outdoor and adventurous activities

- Topic Area 1: Provision for different types of outdoor and adventurous activities in the UK
- Topic Area 2: Equipment, clothing and safety aspects of participating in outdoor and adventurous activities
- Topic Area 3: Plan for and be able to participate in an outdoor and adventurous activity
- Topic Area 4: Evaluate participation in an outdoor and adventurous activity

## How is this course assessed?

- **Contemporary issues in sport** – 1 hour 15 minute written examination 70 marks (80 UMS) OCR-set and marked
- **Performance and leadership in sports activities** – OCR-set assignment 80 marks (80 UMS) Centre-assessed and OCR moderated
- **Increasing awareness of Outdoor and Adventurous Activities** – OCR-set assignment 40 marks (40 UMS) Centre-assessed and OCR moderated

## What can this qualification lead to?

- Apprenticeship Framework Levels 1-2
- Vocational qualifications (QCF) Certificate / NVQ Diploma Personal Training & Leisure Management Level 3
- Cambridge Technicals in Sport Levels 2 & 3
- 6th form college

## Further information

[teach.ocr.org.uk/cambridgenationals2022](https://teach.ocr.org.uk/cambridgenationals2022)

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